

Welcome to Swalwell Nursery

At Swalwell Nursery, we believe that children are active learners who learn through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. To allow this learning to take place we provide a safe, secure indoor and outdoor environment for the children in which to interact and explore rich and diverse learning and developmental opportunities.

During their time in Nursery all children are given the opportunity to gain independence and a positive self-image.

They develop skills and understanding of the world around them through a range of planned and child initiated activities both in and out of the classroom, broadening what they know and deepening their knowledge.

At Swalwell Primary School -Every child does matter- our Principles and aims are:

- To provide a solid foundation in the three prime areas and four specific areas of learning through well planned activities.
- To provide a balanced range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally.
- To enable children to make an effective and happy transition from home, playgroup or nursery to school through effective liaison.
- To value children's own experiences, their imagination, their curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To provide a caring, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure equal access and opportunity.
- To prepare children for their continuing education through effective liaison with their next teacher.
- To value parents as partners in the education of their child. To keep parents well informed about the curriculum and their child's progress.
- To value early childhood itself.
- To ensure that children with special needs are identified and receive appropriate support wherever possible.
- To promote an atmosphere that encourages confidence and independence.
- To plan and structure activities with clear learning objectives and success criteria.

Admission Arrangements

- Children can be admitted into school on the next term after their third birthday.
- Nursery staff will offer a home visit to new children to allow them to meet in an environment in which the child is comfortable. This is a valuable opportunity to learn about the child.
- Parents of new Nursery children will be invited to an information session in the term before their child is due to start Nursery.
- Children are phased in over the course of a week. An initial visit to Nursery will take place with a parent or familiar adult. Your child will then gradually build up the time spent at Nursery over the course of the week. Generally by the second week the children will attend nursery for the full morning session. In some cases a child may take longer to settle and we will adjust intake arrangements to suit individuals.

Timetable

Nursery – 5 mornings per week 9.00am – 12.00noon

Learning through play

At Swalwell Primary School we value the importance of play in our Nursery environment. The overwhelming body of research and evidence identifies purposeful structured play both indoors and outdoors as the most appropriate learning style for young children. Well planned play is a key way in which young children learn with enjoyment and challenge. In playing they behave in different ways.

Through different forms of well-organised play, different challenges are presented to increase the children's learning about themselves, other people and the world in which they live. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing and sometimes they will be quiet and reflective. An important context is provided for the development of knowledge, skills, concepts and attitudes.



Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn to control impulses and understand the need for rules.
- Be alone, alongside others or co-operate as they talk or rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears or relive anxious experiences in controlled safe environments.
- Establish warm, caring relationships, raise self-esteem and confidence.

At Swalwell Primary School, the learning environment in the Early Years is well planned and well organised providing a structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. All children take part in Plan, Do, Review sessions which encourage them to consider what they are doing and assess/improve their work.

The Foundation Stage prepares children for learning in Key Stage One.

Outdoor Provision

- Access to outside provision broadens the learning opportunities available to children in the Foundation Stage.
- In the Foundation stage children have free flow access to a dedicated outdoor space.
- Reception children use the KS1 yard at lunchtime and Nursery will make use of the KS1 yard for physical development sessions, such as riding bikes and climbing.
- This learning environment is set up to support and extend children's learning in all areas of the curriculum.
- Both small group adult led activities and child initiated activities will take place outside.



Foundation Stage Curriculum

- The Foundation Stage Curriculum is organised into seven areas of learning.
- Each of the seven areas of learning are further broken down into in total 17 aspects.
- The three Prime Areas of learning which provide the foundations for all learning
 - Personal, Social and Emotional Development
 - ❖ Making Relationships
 - ❖ Self -confidence and Self-awareness
 - ❖ Managing Feelings and Behaviour
 - Communication and Language
 - ❖ Listening and Attention
 - ❖ Understanding
 - ❖ Speaking
 - Physical Development
 - ❖ Moving and Handling
 - ❖ Health and Self-care
- The four Specific Areas of learning
 - Literacy
 - ❖ Reading
 - ❖ Writing
 - Mathematics
 - ❖ Numbers
 - ❖ Shape, Space and Measures
 - Understanding the World
 - ❖ People and Communities
 - ❖ The World
 - ❖ Technology
 - Expressive Arts and Design
 - ❖ Exploring and Using Media and Materials
 - ❖ Being Imaginative

The Prime Areas of Learning

Personal, Social and Emotional Development

- Successful personal, social and emotional development is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning. Personal, Social and Emotional Development concentrates on the development of skills to allow children to develop a positive sense of themselves and others, to form positive relationships and social skills, respect for others, confidence in their own abilities and an ability to learn how to manage their feelings.

Communication and Language

- In this area of learning children are given opportunities to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. Children will be given opportunities to experience a language rich environment.

Physical Development

- At this age children are growing rapidly and learning to control their body. Children should be given the opportunity to be active and interactive with one another, developing their co-ordination, control and movement in both fine and gross motor skills. Children should also be helped to understand how to keep healthy and develop independence in self-care.



The Specific Areas of Learning



Literacy

- Literacy is fundamental to developing the foundations of successful, confident readers. Children should have access to a wide range of reading materials (books, poems and other written materials) to develop their interest. They should be encouraged to link sounds to letters and to begin to read and write using this phonic knowledge.

Mathematics

- Children should be provided with opportunities to develop a solid understanding of numbers, shape, space and measure. They will be given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.



Understanding the World

- Children should be provided with opportunities to explore, observe and find out about people, places, technology and the environment in order to allow them to make sense of the world around them.

Expressive Arts and Design

- Children should be encouraged to be imaginative and creative. They will have access to a wide range of media and materials to play with and explore. They should also be encouraged to express themselves through a variety of activities in art, music, movement, dance, role-play and design and technology.

